

Day Four

Part Two: Building a Highly Functional Team



TOPICS

Managing a Multi-generational Workforce

Supervisor as Educator

Situational Leadership

Part Two: Building a Highly Functional Team

Notes to Trainer

During this week of training you will focus on building a highly functional team. This includes helping your participants identify and develop skills, knowledge and effective behaviors to manage a diverse group of individuals with different performance.

Key Learning Objectives

- ✓ Supervisors will build on the understanding that they are supervising a team comprised of individuals who each bring with them a unique set of beliefs, values, skills, knowledge and attitudes that they can tap into in order to increase capacity and morale.
- ✓ Supervisors will identify and practice techniques that will allow them to effectively develop and guide work performance.
- ✓ Supervisors will utilize their wisdom and experience to model effective case management processes in order to help your staff become critical thinkers and independent investigators and case managers.

Important Points to Stress

Much of this week will focus on the various “teaching” aspects of a supervisor’s job. By understanding what motivates people and how they learn, and by being aware of teachable moments, supervisors will have staff members who are open to learn and grow in practice, take note of which facts they deem important, and which approaches they endorse and recommend.

You need to continue to stress the importance of family-centered practice, clinical supervision, and parallel process throughout all aspects of this training so supervisors can build a team of staff members who know how to engage families and practice the agency role and vision.

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Part Two: Building a Highly Functional Team

Section	Time	Materials	Activities
Part 2 Overview and Day 4 Introduction	30 minutes	<ul style="list-style-type: none"> ▪ PPT 4.1-4.4 	<ul style="list-style-type: none"> ▪ Ice-breaker: Self-Awareness
Supervising a Multigenerational Workforce	2 hours & 30 minutes	<ul style="list-style-type: none"> ▪ PPT 4.5-4.13 ▪ Walk-Around Assessment Posters ▪ History-Econ-Soc 101 Cards and Answer Key ▪ Large Envelopes ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ Which Generation Are You? ▪ History-Econ-Soc 101 ▪ Walk Around Assessment ▪ Assets and Liabilities ▪ From the Classroom to the Job
Supervisor as Educator	1 hour & 45 minutes	<ul style="list-style-type: none"> ▪ PPT 4.13-4.20 ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ Test Your Knowledge ▪ Teachable Moments ▪ Visual, Auditory and Kinesthetic Survey ▪ Develop a Learning Plan ▪ Action Plan for Success
Situational Leadership	1 hour & 45 minutes	<ul style="list-style-type: none"> ▪ PPT 4.21-4.27 ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ Developmental Levels ▪ You Be the Expert! ▪ Bringing it Home!
Wrap-up	15 minutes	<ul style="list-style-type: none"> ▪ PPT 4.28 ▪ Evaluations 	<ul style="list-style-type: none"> ▪ Complete Evaluations

Part Two: Building a Highly Functional Team

Materials
PPT 4.1-4.4



30 Minutes

Presentation – Part Two Introduction

- ▶ Welcome back to Supervising for Excellence training.
- ▶ During our last week in training, we covered the skills, knowledge and attitudes that you, as a supervisor, need to possess in order to make an impact on your staff—and ultimately on the positive outcomes for families.
- ▶ Today we are beginning *Part Two* of the training: *Building a Highly Functional Team* during which we will focus on the skills, knowledge and behaviors you need in order to effectively develop your staff—so you can build capacity, meet Department goals and improve outcomes for children and their families.



PowerPoint Presentation – Part Two Learning Goals and Overview (SLIDES 4.1–4.3)

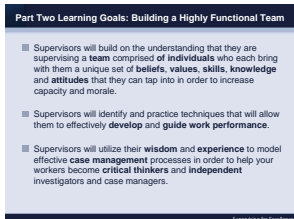
SLIDE 4.1

PowerPoint Title Slide: Supervising for Excellence—Day Four: Part Two: Building a Highly Functional Team



SLIDE 4.2

PowerPoint Slide: Part Two Learning Goals: Building a Highly Functional Team



- ▶ The content in this section is designed to focus on building a highly functional team by
 - ❖ Building on the understanding that you are supervising a team comprised of individuals who each bring with them a unique set of beliefs, values, skills, knowledge and attitudes that you can tap into in order to increase capacity and morale.
 - ❖ Identifying and practicing techniques that will allow you to effectively develop and guide work performance.
 - ❖ Using your wisdom and experience to model effective case management processes in order to help your staff become critical thinkers and independent investigators and case managers.



SLIDE 4.3

PowerPoint Slide: Positive Outcomes Bridge—Part Two

See staff as
individuals

Be a champion for
positive change

Establish a learning
organization

Set expectations

Provide quality
feedback

Reward!

Model

Qualitative Discussion

Self Assessment

- ▶ Do you remember the **Positive Outcomes Bridge** from Day One? Let's look at Part Two in terms of this bridge:
 - ▶ If you see your staff as **individuals** with a unique set of beliefs, values, learning styles, skills, knowledge and attitudes
 - ▶ . . . you will increase your understanding of what motivates them and what they need to thrive
 - ▶ . . . AND ultimately *they* will affect positive outcomes for children and their families.
 - ▶ If you adjust your **leadership style** according to the situation and the developmental level of each of your staff
 - ▶ . . . you will better meet their individual needs and build on their strengths
 - ▶ . . . AND ultimately *they* will affect positive outcomes for children and their families.
 - ▶ If you know how to improve **performance** by setting expectations, providing quality feedback and establishing strategies for reward
 - ▶ . . . you will increase job satisfaction, promote retention, build capacity and reinforce quality practice in your staff
 - ▶ . . . AND ultimately *they* will affect positive outcomes for children and their families.
 - ▶ If you **mentor** your employees through case review and **model** effective **case review** techniques such as qualitative discussion and grand rounds
 - ▶ . . . you will increase your staff' abilities to think critically and work independently
 - ▶ . . . AND ultimately *they* will affect positive outcomes for children and their families.



Activity – Self-Awareness

INTRODUCE the Activity

- ▶ Before we start today's topics, let's do a brief activity.
- ▶ This activity is going to explore the assumptions you have about cultures and generations.

PURPOSE of Activity

- Get ready for the day of training.
- Provide participants with an insight into their own assumptions about other cultures and generations.

DIRECTIONS for Activity



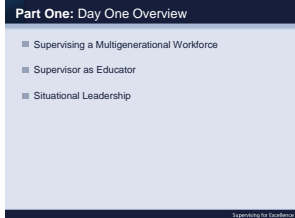
- Refer participants to PG page 4.5: **Self Awareness**.

Say:

- ▶ Identify someone in the room that you believe you share something in common with and have not had a conversation with since day one.
- ▶ Record your responses to the following:
 - ▶ Discuss what you believe you have in common.
 - ▶ Discuss what brought about this commonality.
 - ▶ What is the influence of your generation with what you share in common?
 - ▶ What myths do you associate with your generation?
 - ▶ What are your biases of other generations?
 - ▶ How much of what you share in common do you believe is cultural?
- *Elicit responses and briefly discuss.*



PowerPoint Presentation – Day Four Overview (SLIDE 4.4)



SLIDE 4.4

PowerPoint Slide: Part Two—Day Four Overview

- ▶ Today we are going to discuss supervising as it relates to **managing the different types of people** with whom you work. Let's look at this in terms of **parallel process**. You want your investigators and case managers to look at each family in terms of its own culture, strengths and weaknesses so that they can help them reach positive outcomes. You need to do the same with your staff. If you look at each of your investigators or case managers as individuals who bring their own set of qualities to the workplace—qualities you can tap into—you will be both modeling quality practice and establishing the foundation for a highly functional team. Today's topics include:
 - ▶ **Supervising a Multigenerational Workforce**—during which we will look at the four generations in the workplace today and identify their characteristics and motivations.
 - ▶ **Supervisor as Educator**—during which we will cover the various learning styles people bring to the workplace and strategies for developing each of those learning styles.
 - ▶ **Situational Leadership**—during which we will look at the various levels of skills and attitudes you encounter as a supervisor and identify strategies for dealing with each.



Transition

- ▶ Let's begin by looking at how you handle working with many different generations as a supervisor.

Supervising a Multi-generational Workforce

Materials

PPT 4.5-4.13

Walk-Around
Assessment Posters

History-Econ-Soc 101
Cards and Answer Key

Large Envelopes



1 hour
30 minutes

Presentation – Supervising a Multi-generational Workforce

- ▶ For the first time in American history, there are four generations in the workplace at the same time.
- ▶ Each generation was formed by a variety of events in the political, social, economic events of their formative years, regardless of cultural identity, geographic location, or socioeconomic status.
- ▶ In this section you will discover the generational influences that impacted your own workplace identity, and uncover supervision strategies which will assist you in learning how to fluently communicate across the generations.



Discussion – Reasons of Retention

PURPOSE of Discussion:

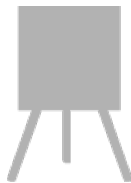
- *To brainstorm reasons people stay on the job.*

Ask:

- ? **What are some reasons employees stay on the job?**

SAMPLE RESPONSES (list on flipchart):

- ❖ Feel respected.
- ❖ See opportunities for growth.
- ❖ Feel that their voices are heard.
- ❖ Feel they have a positive influence on clients' lives.
- ❖ Feel that their strengths & accomplishments are acknowledged.





Supervisors are key to employee satisfaction

MAIN IDEA: Supervisors are the Key

- ▶ Supervisors play a key role in staff retention as motivators and role models.
- ▶ When focus groups were asked “why do people leave,” the #2 answer was **dissatisfaction with supervision**, followed by job location, lack of money, lack of professional development, lack of respect, and stress burnout and frustration. The number one answer was **systemic management issues**.
(Peters, Fernandopulle, Masaoka, Chan, & Wolfred, 2002)
- ▶ As you can see, you have a major impact on the system. You are the critical link in the Department’s goal of improving **quality practice** because **lower turnover** means **higher capacity** and **better outcomes for families**. One way to increase your effectiveness as a **supervisor who retains staff** is to have a better understanding of your staff and their work motivations.



PowerPoint Presentation – Who’s Who (SLIDE 4.5)



SLIDE 4.5

PowerPoint Slide: Who’s Who

- ▶ There are four basic generation types in the workforce today. These include:
 - ▶ **Silent’s (1925-1942)** - (WWII). Retirees who are coming back to work as consultants (also referred to as veterans)
 - ▶ **Baby Boomers (1943-1960)** – Retiring, preparing to retire. This is the largest generation in the current work force. We are about to experience this huge knowledge base leaving the workforce.
 - ▶ **Generation X (1961-1981)** - There is some disagreement about when the Gen X starts, but it is somewhere between 1960-1965 and ends by 1980 or 1981.
 - ▶ **Millennial (1982-2003)** - Sometimes referred to as Generation Y, Hip Hop, or Sunshine Generation.



Activity – When Generations Collide

INTRODUCE the Activity

- ▶ Most of you have probably experienced that moment...the moment when you realized you are no longer the “it” generation. When that intern quickly types a text message while holding a conversation with you—and somehow holds eye contact with you at the same time. The moment when you realize saying the word “cool” is no longer “cool.” Or, maybe you *ARE* in the “it” generation and you don’t quite get why your older, more experienced “Gen-X” worker seems completely unimpressed by your innovative ideas to save the environment while saving children.
- ▶ Let’s do an activity that will allow us to share our own experiences with managing a multi-generational workforce.

PURPOSE of Activity

- *Share challenges and experiences in managing a multi-generational workforce.*

DIRECTIONS for Activity



- *Refer participants to 4.6: **When Generations Collide.***
- *Instruct participants to work in table groups.*

Say:

- ▶ Record your responses to the following:
 - ▶ Identify the generations that you supervise.
 - ▶ Identify the challenges of supervising the different generations.
 - ▶ Discuss and identify the challenges that you have when generations overlap.
 - ▶ In what ways have you seen or personally experienced generation overlap?
 - ▶ What have you experienced as a supervisor with the generation of your supervisees and client interaction?
- *Elicit responses and briefly discuss.*



SUMMARIZE

- ▶ You have so many challenges to face as a supervisor. Why should you care what that Generation X person is thinking versus what your Baby Boomer is thinking? They all have to do the same thing, right? They all have to come to work. Complete their cases. Facilitate positive outcomes.
- ▶ Well, the reasons are **motivation** and **respect**. If you want your staff to be happy, you need to know what drives them and how they prefer to be treated. Also, each generation comes with its own set of unique characteristics and motivations.
- ▶ Let's explore this subject some more.



Activity – History-Econ-Soc 101

INTRODUCE the Activity

- ▶ Let's do an activity to see how well you know each of the generations.

PURPOSE of Activity

- *To provide participants with an opportunity to identify important factors that shape each generations.*

DIRECTIONS for Activity

Advanced Preparation:

- ***Prepare*** a set of cards which can be found in the appendix. Each has a significant event, slogan, or other statement.
- ***Place*** one entire set of cards into a large envelope for each table to use.
- ***Make*** a copy of the answer key for each table to check their answers.

Say:

- ▶ Please open your envelope & remove the cards. Each card represents a significant event, slogan, or item attributed to one generation.
- ▶ Please sort cards into four different generations.
- **Distribute** an answer key to each table to check their answers.

Ask:

- ? **How did each group do? Was there overlap between generations?**
- **Elicit** responses and briefly discuss. *There is often overlap between the different generations.*

Ask:

- ? **How did each of these impact the development of its generation?**
- **Elicit** responses and briefly discuss.



SUMMARIZE

- ▶ Significant events shape each generation.
- ▶ Let us talk a little more in-depth about each of these generations.



PowerPoint Presentation – The Four Generations in the Workforce (SLIDES 4.6–4.13)



SLIDE 4.6

PowerPoint Slide: Silents: 1925-1942

- ▶ The term “Silents” came from the fact that they didn’t complain, were not given permission to discuss differences, and did not have a voice.
- ▶ Their heroes include people who are **bigger than life**:
 - ▶ Babe Ruth
 - ▶ Eleanor Roosevelt
 - ▶ FDR
 - ▶ Winston Churchill
 - ▶ Joe DiMaggio



SLIDE 4.7

PowerPoint Slide: Silents: 1925-1942

- ▶ Their qualities include:
 - ▶ Committed
 - ▶ Responsible
 - ▶ Conformists
 - ▶ Traditionalists
 - ▶ Methodical
 - ▶ Loyal
- ▶ They grew up getting most of their information from the radio.
- ▶ Think of a co-worker or client of this generation.

Ask:

- ? **What are some of their generational strengths?**
- ? **How could you use these strengths in your work with them?**
 - *Elicit responses and briefly discuss.*



SLIDE 4.8

PowerPoint Slide: Baby Boomers: 1943-1960

- ▶ Their heroes include people who live by JFK's famous line **“Ask not what your country can do for you. . .”**
 - ▶ John F. Kennedy
 - ▶ Gandhi
 - ▶ Martin Luther King
 - ▶ Mother Theresa
 - ▶ Robert F. Kennedy
 - ▶ Jackie Kennedy



SLIDE 4.9

PowerPoint Slide: Baby Boomers: 1943-1960

- ▶ Their qualities include:
 - ▶ **“Workaholics”**— This generation produced the workaholics.
 - ▶ **Loyal**—The Boomer generation felt they were so fortunate to have the JOB; they did not question the rules of the workplace.
 - ▶ **Rebellious**—This is the rebellious generation. Civil Rights were born out of this generation.
 - ▶ **Optimistic**— This generation thought they could make changes, and thought they could make a difference. Thought they would never go through what their parents went through (standing in line for rations).
 - ▶ **Passionate**—This is the “Make Love, not War”, Woodstock, Hippy and Flower Child generation.
 - ▶ **Sacrificial** (career OR family)—First generation of women entered the workplace in large numbers.
 - ▶ **Driven**
- ▶ They grew up getting most of their information from television. Some examples of media influences include Carol Brady, Mary Tyler Moore, Walter Cronkite and the 6:00 News.

- ▶ Think of a co-worker or client of this generation.

Ask:

- ? **What are some of their prevailing characteristics?**
- ? **How does your identity complement or conflict with these?**
- ? **What might be some of the strengths of baby-boomers in the workplace?**
- ? **Which generation created the institutions that you are working in now?**
 - *Elicit responses and briefly discuss.*



SLIDE 4.10

PowerPoint Slide: Generation X: 1960-1981

Ask:

- ? **Can anyone think of a hero for Xers? Why not?**
 - *Elicit responses and briefly discuss.*
- ▶ Media exposure and the public's need to know everything and question everything. No one is perfect.
- ▶ They believe everyone is fallible, so they don't have heroes.
- ▶ Possibly comic book or television characters.



SLIDE 4.11

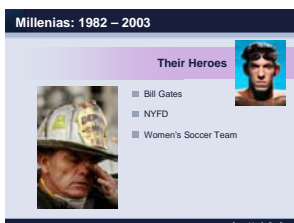
PowerPoint Slide: Generation X: 1960-1981

- ▶ Their qualities include:
 - ▶ **Skeptical**—If they come up with a new idea, they may not think of sharing the information with others. Unless they are asked, they probably won't share.
 - ▶ **Disloyal**—They will continue to groom themselves for other opportunities. Supervisors need to create new challenges and opportunities for this generation to keep them from leaving their position. Give them new duties in the same position.

- ▶ **Independent**—This is when we started with the latch key kids, and microwave was created.
- ▶ **Flexible**—This generation learned they have to be able to quickly adapt to everything; computers in schools, then laptops, pagers, cell phones. Multi-tasking became the norm.
- ▶ **Unimpressed**—Xers are the reason we have this training. They wanted changes in the work place, flex time, flex place or they would be “out of here.”
- ▶ **Reluctant to Commit**—This is the generation that became victim to government and corporate “downsizing.”
- ▶ **Technologically Proficient**—There were huge advances of technology during this time.
- ▶ **Situational Morality**
- ▶ **Ambitious**
- ▶ When they grew up, television did too. It was now available 24/7. News was more unprotected than it ever had been. CNN and MTV were born in this generation.
- ▶ Think of a co-worker or client of this generation.

Ask:

- ? **What do you see as a unique strength of this individual?**
- ? **How might this strength be used to be effective with clients?**
 - *Elicit responses and briefly discuss.*



SLIDE 4.12

PowerPoint Slide: Millenials: 1982-2003

- ▶ Their heroes include underdogs who triumphed:
 - ▶ Bill Gates
 - ▶ NYFD – New York Fire Department
 - ▶ Women’s Soccer Team



SLIDE 4.13

PowerPoint Slide: Millenials: 1982-2003

- ▶ Their qualities include:
 - ▶ **Collaborative**
 - ▶ **Open-minded**
 - ▶ **Civic-minded**—Millennials have the highest per capita volunteerism, they work within their communities, and they recycle. Supervisor’s marketing strategy should be “This work makes a difference. You can have time off to mentor, volunteer, etc.”
 - ▶ **Sociable**—Millennials have friends all over the world via Internet. They play the X-Box game competition with friends around the world.
 - ▶ **Sought after**—Millennials entered the workplace during a huge economic boom. They feel they are needed, have a lot to offer, and if they don’t like their job, they have no problem going elsewhere.”
 - ▶ **High Expectations**—They think “We are different - **of course.**” “I want to be different , just like my friends” (iPods with different playlists)
 - ▶ **IWWIW**—They expect instantaneous gratification. “I want what I want- I want it when I want it and I want it how I want it”
- ▶ As this generation grew up, the availability of information exploded. With the internet, not only was news available 24/7, but it was uncensored, immediate and global.
- ▶ Think of a co-worker or client of this generation.

Ask:

- ? **What do you admire the most about their work?**
- ? **How could you integrate some of this into your work?**
- ? **What are some steps for you to take to do this?**
 - *Elicit responses and briefly discuss.*



Discussion – The Effects of Your Generation

INTRODUCE the Discussion

- ▶ Because of events, circumstances and available information, each generation has its own way of comprehending the world.
- ▶ Let's talk about these a bit.

PURPOSE of Discussion

- *To provide participants with an opportunity to look at some of the events that shape how each generation views the workplace and the world at large.*
- ▶ The latest generation is just getting started (*around 2004*)—and not yet in the workforce. This generation is referred to as the **Cyber Generation** or **Generation Z**.

Ask:

- ? **Based on what is going on in the world today, what do you think some of the characteristics of this newest generation will be?**

- *Elicit responses and briefly discuss.*

- ▶ What happens in our developmental years is what helps to form our attitudes and behaviors in the workplace.

Ask:

- ? **What catastrophic events have caused Xers to expect government to take care of them.**

- *Elicit responses and briefly discuss.*

- ▶ All across the nation, schools today have enforced “lockdown” procedures because of incidents like the Columbine High School Shootings.

Ask:

- ? **Why do you think that Generation Xers and Millennials don't seem to mind that some of the civil rights that Baby Boomers worked so hard for have been taken away?**

- **Elicit** responses and briefly discuss. Suggested responses include:
 - ❖ They have witnessed the aftermath of the 911 Tragedy and have been routinely subjected to airport searches, bag searches at public places and events, and other intrusive questions and information requests.



Activity – Walk Around Assessment

INTRODUCE the Activity

- ▶ Let's do an activity that illustrates what is important in the workplace depending on your generation.

PURPOSE of Activity

- *To provide participants an opportunity to see how their generation shapes what is important to them in the workplace.*

DIRECTIONS for Activity

Advance Preparation

- **Create** posters found in the appendix.
- **Place** posters around the room.
- **Place** Stickers at tables (small stickers or stars)
- **Refer** participants to PG page 4.7: **Walk-Around Assessment**.
- **Instruct** participants to choose a statement on each poster that resonates most for them and put a sticker next to that statement. This way we will be able to see how our group rates the different statements. At the same time, ask them to circle the corresponding statement number in their participant's guide.



- **Debrief** by telling the participants which number typically represents which generation. Discuss.
 - ▶ The first statements apply to the Silents.
 - ▶ The second statements apply to the Boomers.
 - ▶ The third statements apply to the Xers.
 - ▶ The last statements apply to the Millennials.



SUMMARIZE

Ask:

- ? **How would you apply this information in the workplace?**
 - *Elicit responses and briefly discuss.*

Say:

- ▶ *Some of our responses do not fit with the generation of which we are a part.*

Ask:

- ? **What led you to choose statements that are not reflective of your generation?**
 - *Elicit responses and briefly discuss.*

Say:

- ▶ Some of our statements are reflective of our upbringing and work experience. For example, having a strong identity with parents of an earlier generation may count for more than the times in which we grew up.
- ▶ Also, we may have chosen our career or careers because those work experiences fit with our personality.
- ▶ Some of our statements relate with our MBTI results and preferences. For example, Introverts and Extraverts may seek and need different feedback, particularly around the areas of performance that they value.



Activity – Assets and Liabilities

INTRODUCE the Activity

- ▶ Let's continue by exploring the assets and liabilities each generation brings to the workplace.

PURPOSE of Activity

- *To continue to explore the connections between generation and the workplace.*
- *To identify the assets and liabilities each generations brings to the workplace.*

DIRECTIONS for Activity



- **Refer** participants to PG page 4.8: Assets and Liabilities.
- **Instruct** participants to review their generation and circle the items that frequently describe them in the workplace.
- **Instruct** the participants to choose a dyad partner whom they believe is of the same generation and compare responses.



SUMMARIZE

Ask:

- ? **How would you apply this information in the workplace?**
 - *Elicit responses and briefly discuss.*



Activity – From the Classroom to the Job

INTRODUCE the Activity

- ▶ Let's wrap this subject up by looking at taking this information from the classroom to the job.

PURPOSE of Activity

- *To provide participants with an opportunity to strategize applying information about the different generations they work with to the job.*

DIRECTIONS for Activity



- **Refer** participants to PG pages 4.9-4.10: **Workplace Strategies** and PG page 4.11: **From the Classroom to the Job**.
- **Instruct** participants to identify one particular person on their team/unit.
- **Instruct** participants to read the workplace strategies and write some strategies in the section **From the Classroom to the Job**.

Ask:

- ? **What information about generations in the workplace can you take with you and apply?**
 - *Elicit responses and briefly discuss.*



Transition

- ▶ Each generation comes to the workplace with their own set of behaviors, values and priorities. As a supervisor, you want to tap into those unique qualities in order retain staff and utilize their unique perspective to help provide better services and ultimately better outcomes for children and their families.
- ▶ Another example of how each of us is different is in our learning styles. Let's look at how a supervisor can benefit from identifying his/her staff members' specific learning styles as well as what motivates them.

Supervisor as Educator

Materials

PPT 4.13-4.20

Flipchart

Markers



1 hour &
45 minutes

Presentation – Supervisor as Educator

- ▶ Supervisors wear many hats. They are **administrators** who provide leadership and direction. They are **managers** who distribute the workload and makes sure deadlines are met. They are **supporters** who nurture well-being and resolve conflicts.
- ▶ A supervisor is also a teacher!
- ▶ As a supervisor, you are in the unique position of providing your staff with a variety of learning opportunities. You do this through **modeling**, which by way of **parallel process**, you are doing all the time—with every decision you make, meeting you hold, and task you complete. You do this by providing opportunities for your staff to obtain **formal training** and, in turn, opportunities to **transfer** that learning on the job. And you do this by **instructing directly**.
- ▶ In this module, we will explore the role of **Supervisor as Educator**. Specifically, we are going to discuss the different learning styles people bring to the table, what motivates adult learners, and how to effectively transfer learning.



PowerPoint Presentation – Developmental Role (SLIDE 4.14)



SLIDE 4.14

PowerPoint Slide: Developmental Role

- ▶ As we mentioned, the position of supervisor has multiple roles—and being a teacher permeates many areas of the job.
- ▶ One of the most important roles of a supervisor is the professional development of staff.
- ▶ Studies of why child welfare social workers stay in or leave their position have found that having supportive, knowledgeable and guiding supervision is a primary reason that social workers stay in their positions. It has also been shown that one of the primary reasons that social workers leave is a lack of high-quality supervision.

- ▶ Some of the aspects of the educational role of a supervisor include:
 - ▶ To teach the values and belief system of the agency—the **Family-Centered approach** is an example.
 - ▶ To **teach skills**—being a teacher creates a supportive and safe learning environment where staff can grow and develop their skills.
 - ▶ To provide and/or support **educational program**.
 - ▶ To teach **discipline** and **correction**.
 - ▶ To provide information about **agency history**.
 - ▶ To provide **coaching** and **mentoring** for staff development.

Ask:

- ? **What are some other aspects of the developmental role of a supervisor?**
 - *Elicit responses and briefly discuss.*



Activity – Test Your Knowledge

INTRODUCE the Activity

- ▶ Let's take a moment to assess your current knowledge of adult learning.

PURPOSE of Activity

- *To introduce the subject of what motivates adult learners.*

DIRECTIONS for Activity



- **Refer participants to PG page 4.12: *Test Your Knowledge of Adult Learning*.**
- **Ask participants to answer the questions.**
- **Review the answers.**

Answers

- ▶ 1. If you “catch” your staff member in the act of doing something “right” and acknowledge it in some way it is likely that they will repeat that behavior.
 - ▶ **True** – Learners repeat behaviors that are rewarded.
- ▶ 2. A policy memorandum given to staff to read is all that is necessary for all staff members to learn a new process.
 - ▶ **False** – Different people learn in different ways.
- ▶ 3. What happens out in the field when case managers are working with families with intense crisis issues creates long-lasting learning.
 - ▶ **True** – Events that are accompanied by intense emotions result in long-lasting learning.
- ▶ 4. If you tell a staff member to do a new skill once they should be able to perform it without assistance.
 - ▶ **False** – Learners cannot master skills without repeated practice with relevant feedback. It often takes a person experiencing new information 7 times before it is learned completely.
- ▶ 5. To facilitate learning, it is good for a supervisor to go out into the field with new case managers, coaching and supporting them while they are working with the client.
 - ▶ **True** – Active responding produces more effective learning than passive listening or reading. And, learner’s master skills and knowledge at the level at which they are required to respond during the learning process.

- ▶ 6. Asking case managers to mentor other case managers with less experience facilitates the learning of both and builds the capacity of the unit.
 - ▶ **True** - Learners master skills and knowledge at the level at which they are required to respond and practice during the learning process.

- ▶ 7. It is important that new case managers and investigators recognize that child welfare is unlike any other job that they have ever had, so they should listen to new information like a “blank slate” and not try to apply it to other experiences or jobs that they have had.
 - ▶ **False** – New learning should be linked and built upon the experiences of the learner. Adults learn by attaching new information to existing information. Also, learning is most effective when it is relevant to the learner’s life and work.

- ▶ 8. Case Managers learn best when the supervisor tells them what they should do and how they should do it.
 - ▶ **False** – Most adult learners are self-directed learners.

- **Debrief activity.**

Ask:

- ? **Do any of the answers differ from what you expected?**

- ? **Would you do anything differently than your current practice?**
 - *Elicit responses and briefly discuss.*

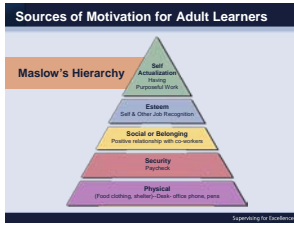


SUMMARIZE

- ▶ Adults engage in continuing education throughout their lives. It is often self-directed and thrives on positive feedback. It is critical for supervisors to provide as many active learning opportunities for their staff as possible in order to build on existing knowledge and develop new skills.



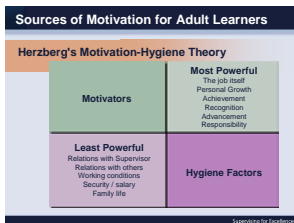
PowerPoint Presentation – Motivation for Adult Learners (SLIDES 4.15–4.18)



SLIDE 4.15

PowerPoint Slide: Sources of Motivation for Adult Learners

- ▶ Let's look at **Maslow's Hierarchy**.
- ▶ Maslow's Hierarchy highlights how **needs build on each other** and **become more specialized** and **self-actualizing** as you go up the pyramid.



SLIDE 4.16

PowerPoint Slide: Sources of Motivation for Adult Learners

- ▶ Herzberg took this notion further by breaking the pyramid in two and saying that you have to have the things in the bottom half to even begin to motivate people to grow and to change but that they are the least motivating for people.
- ▶ He went further to say that once you have the **"hygiene"** factors on the bottom of the pyramid in place then the top of the pyramid motivators can be applied and they have a lot of **"bang for the buck."**

Motivation and the Adult Learner

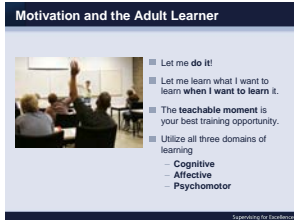
- **WWIFM** - What is in it for me?
- Make me feel important about myself.
- You can change people's minds with new information, but they will only change their behavior when they feel the need to change.

Supervising for Excellence

SLIDE 4.17

PowerPoint Slide: Motivation and the Adult Learner

- ▶ **Adult learners are busy** and they want to apply knowledge to their own life needs right away: They operate from the notion of "What is in it for me?"
- ▶ **Adult learners like to be "really right."** They like to be boosted. They operate from the notion: "Make me feel important about myself."
- ▶ You can change people's minds with new information; but they will **only change their behavior when they feel the need to change.**



SLIDE 4.18

PowerPoint Slide: Motivation and the Adult Learner

- ▶ People **learn by doing**. Give them a job to do.
- ▶ People want to learn **what** they want to learn **when** they want to learn it.
- ▶ The **teachable moment** is your best training opportunity.
- ▶ Utilize all three **dimensions of learning** where possible:
 - ▶ **Cognitive**— which emphasizes memory and reasoning and includes knowledge, comprehension, application, analysis, synthesis, evaluation.
 - ▶ **Affective**— which emphasizes emotional and includes receiving, responding, organization and valuing.
 - ▶ **Psychomotor**— which emphasizes the physical and includes imitation, manipulation, precision, articulation and naturalization.
- ▶ Training needs to hit all three for it to be effective.



Activity – Teachable Moments

INTRODUCE the Activity

- ▶ Let's work with our tables again to discuss teachable moments.

PURPOSE of Activity

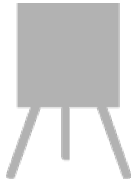
- *To provide participants with an opportunity to brainstorm and share where they can find teachable moments with their staff.*

DIRECTIONS for Activity

- **Have** participants work in table groups.
- **Provide** each table with flipchart paper and markers.
- **Instruct** the groups to discuss and list all of the different processes and “teachable moments” they have with staff to provide motivation, education, leadership, mentoring.

- **Ask** each group to have a spokesperson present their ideas—letting them know if another group has already presented an idea, they do not need to say it again.
- **Review** any responses below that were not covered in the presentations by groups.

SAMPLE RESPONSES (list on flipchart):



- ❖ Regularly scheduled one-on-one supervision
- ❖ Unit meetings
- ❖ Open door policy
- ❖ Formal training classes
- ❖ Modeling – you attend training, sharing upon return
- ❖ Evaluations
- ❖ Editing work, court reports
- ❖ Floor supervision
- ❖ Debrief when case manager comes in from field/court
- ❖ Present at unit meeting
- ❖ Put on committees

Ask:

- ? **How would your staff parallel this with families?**
 - *Elicit responses and briefly discuss.*



SUMMARIZE

- ▶ As you have discussed, there are many teachable moments throughout your day and workweek. Take advantage of as many of these as you can to develop your staff, meet goals and promote Department policy and goals.
- ▶ Through parallel process, your staff will utilize the same methods of motivating their families and finding teachable moments.



Discussion – Transfer of Learning

PURPOSE of Discussion:

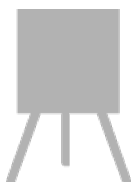
- *To discuss the importance of transfer of learning.*
- *To identify strategies for transfer of learning.*
 - ▶ If training is to be truly worthwhile...both in terms of time and money invested, there must be an opportunity to transfer that training onto the job.
 - ▶ **Transfer of learning** is effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training – both on and off the job. It should be considered **before, during** and **after** training so that true learning takes place.
 - ▶ This is an area where most organizations fall dramatically short. As a matter of fact...it is estimated that American business and industry annually spend up to \$100 billion (direct and indirect costs) on training and development; not more than 10% of these expenditures result in transfer to the job.
 - ▶ Transfer of learning builds the capacity of the Department, and can keep employees happy and motivated.
 - ▶ Let's talk a moment about an example you are all familiar with: ***Supervising for Excellence***.

Ask:

- ? **What is a strategy this training directly uses for transfer of learning?**
 - *Elicit Culminating Project. Use as header on flipchart.*
- ? **How can your supervisor help you transfer learning with the culminating project?**

SAMPLE RESPONSES (list on flipchart):

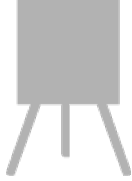
- ❖ Supporting the project.
- ❖ Helping me identify ideas for the project.
- ❖ Giving me time to work on the project.
- ❖ Providing resources for the project.



Ask:

- ? **Have your supervisors given you any other opportunities to transfer this learning on the job? Explain.**

SAMPLE RESPONSES (list on flipchart):

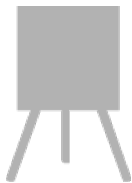


- ❖ Asking me questions.
- ❖ Answering my questions.
- ❖ Asking me to apply a specific skill on the job.

Ask:

- ? **What are some strategies you can use to help your staff transfer learning?**

SAMPLE RESPONSES (list on flipchart):



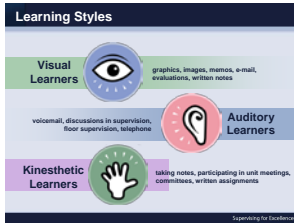
- ❖ Support pre-service training and help staff process the training back at your unit.
- ❖ Meet with the case manager or investigator prior to the training to discuss training **relevance** and **potential applications**.
- ❖ **Ask about the training**—make sure they know *I know* it is important.
- ❖ Support the **Structured Field Training** program by allowing time and resources to complete it—and by answering questions and providing feedback.



- **Refer participants to PG pages 4.13-4.14: *Supervisor and Trainee Strategies for Transfer of Learning* for more information on the subject on learning transfer.**



PowerPoint Presentation – Learning Styles (SLIDE 4.19)



SLIDE 4.19

PowerPoint Slide: Learning Styles

- ▶ **Different People Learn in Different Ways**—a learning style is a person’s consistent way of responding to and using stimuli in the context of learning.
- ▶ The three types of learning styles include:
 - ▶ **Visual Learners**—who like to take in information through graphics, images, memos, e-mail, evaluations, and written notes.
 - ▶ **Auditory Learners**—who like to take in information through voicemail, discussions in supervision, floor supervision, and by telephone.
 - ▶ **Kinesthetic Learners** —who like to take in information through taking notes, participating in unit meetings, committees, and written assignments.
- ▶ You probably can identify yourself in one of these and have a good idea about the people you work with through their behaviors.



Activity – Visual, Auditory and Kinesthetic Survey

INTRODUCE the Activity

- ▶ Let’s take a moment to identify your own learning style.

PURPOSE of Activity

- *To give participants the opportunity to identify their own learning style.*

DIRECTIONS for Activity



- **Refer participants to PG pages 4.15-4.17: Visual, Auditory and Kinesthetic Survey.**

Say

- ▶ Read each statement carefully. To the left of each statement, write the number that best describes how each statement applies to you.
 - ▶ Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.
 - ▶ Once you have completed all 36 statements (12 statements in three sections), total your score in the spaces provided.
- **Allow participants 5 minutes to complete the survey.**
 - **Ask for a show of hands who was a visual learner, an auditory learner or a kinesthetic learner.**

Ask:

- ? **Did you have a pretty good idea what type of learner you were before the survey?**
 - **Elicit responses and discuss.**



Activity – Optional: Learning Style Advertisements

INTRODUCE the Activity

- ▶ Now that you know your own learning style, let's do another activity so that you may share your characteristics with the group.

PURPOSE of Activity

- *To give participants the opportunity to brainstorm ideas for teaching to their learning style.*

DIRECTIONS for Activity

- **Ask** participants to get into groups of like learning styles.
- **Tell** them to imagine that the group knows nothing about their learning style.
- **Instruct** participants to make a poster to “advertise their learning style.” Their poster needs to teach others about their learning style and how to best motivate their learning style.
- **Ask** each group to present their advertisement for their learning style.



Activity – Develop a Learning or Professional Development Plan

INTRODUCE the Activity

- ▶ Let us bring this all together and develop professional development plans for some staff.

PURPOSE of Activity

- *To give participants the opportunity to design individual learning/professional development plans based on case scenarios.*

DIRECTIONS for Activity

Ask:

- ? **When might you use or need a Professional Development Plans and/or Learning Plans?**
 - **Elicit** responses and discuss.
- **Instruct** participants to work in table groups or divide participants as needed for a total of four groups.



- **Refer participants to PG page 4.18: Individual Learning/ Professional Development Plan.**

Say:

- ▶ You have four new staff in your unit and they each need a professional development plan.
- ▶ As you work your case scenario, I want you to use everything you have learned today about the different learning styles and what motivates adult learners.
- ▶ I also want you to think about and incorporate all the teaching moments you have throughout the day and week.



- **Refer participants to PG pages 4.19-4.20: Learning Plan Case Scenarios.**

- **Assign** each table a case scenario: Tommy, Kristen, Rosie, Andrew.
- **Direct** participants to use the Individual Learning / Professional Development Plan in the participant guide to develop a plan.
- **Provide** each table with flipchart paper and markers.

Say:

- ▶ I want you to discuss at least one learning need to address with your new employee and use the prompts found on this slide:

- **Post and explain** Slide 4.20: Activity Prompts.

Activity Prompts

- ▣ What are the strengths of their learning styles and what is the best way to utilize them in your plan to make sure that learning happens?
- ▣ What are the challenges of their learning styles and how do you put a plan together that assists these areas as well?
- ▣ Be behaviorally descriptive: How would you know that they had developed the skill—what would it look like?
- ▣ Taking into account the employee's learning style; write down at least one specific teaching action that you would take to support the person in developing these skills.

Supervising for Excellence

SLIDE 4.20

PowerPoint Slide: Activity Prompts

- ▶ What are the strengths of their learning styles and what is the best way to utilize them in your plan to make sure that learning happens?
- ▶ What are the challenges of their learning styles and how do you put a plan together that assists these areas as well?

- ▶ Be behaviorally descriptive: How would you know that they had developed the skill—what would it look like?
- ▶ Taking into account the employee’s learning style; write down at least one specific teaching action that you would take to support the person in developing these skills.

▪ **Direct** Groups to note strategies on flip chart.

▪ **Direct** each group to give a brief summary of their employee including the employee’s learning style, the learning needs that the group came up with, the teaching action that goes with that learning need and why they picked that learning action given the person’s learning style.



Activity – Action Plan for Success

INTRODUCE the Activity

- ▶ Let’s wrap this subject up by creating an action plan for success that you can bring with you back to your units.

PURPOSE of Activity

- *To provide participants with an opportunity to strategize applying information about learning styles and motivations to the job.*

DIRECTIONS for Activity



- **Refer** participants to PG page 4.21: **Action Plan for Success**.
- **Instruct** participants to pick out and write down at least one teaching, motivating, leadership, mentoring or transfer of learning skill that they plan to utilize when they get back to the office.
- **Instruct** participants to work with a partner and explain the skill and the person that you plan to work with on it.
- **Take** turns being each other’s “person” and practice your skills.

Ask:

? **Would somebody like to share with the larger group?**

- *Elicit responses and briefly discuss.*



- **Refer participants to 4.22: *Principals the Promote Learning* for reference.**



Transition

- ▶ So far today, we have been talking about how to motivate and develop people from varying generations and with varying learning styles.
- ▶ In order to be an effective leader, you must be flexible in your thinking—flexible enough to adapt your style to the situation you are in—and to the people you are working with. This is called situational leadership and we are going to talk about this now.

Situational Leadership

Materials

PPT 4.21-4.27



1 hour &
45 minutes

Presentation – Situational Leadership

- ▶ During this section, we are going to explore **situational leadership**. Situational leadership is a model that presumes that different leadership styles are better in different situations.
- ▶ People come to you with a variety of developmental levels. It is your role as a supervisor to identify these levels and base your leadership style and process on the individual needs of team members and differing situations.
- ▶ A good leader is one who can quickly change leadership styles to address a changing situation or to motivate a staff member in a different stage of development.
- ▶ Let's explore this topic now.

Recommended Reading

Adapting Your Style to Meet Your Team Members' Needs, Appendix.

Management of Organizational Behavior, by Paul Hersey, Kenneth H. Blanchard and Dewey E. Johnson



PowerPoint Presentation – Situational Leadership Model (SLIDES 4.21 – 4. 23)



SLIDE 4.21

PowerPoint Slide: Situational Leadership Model

- ▶ ***Management of Organizational Behavior***, (now in its 9th edition) suggests that a leader needs to analyze the needs of a situation then adopt the most appropriate leadership style.
- ▶ This model has proved popular with managers over the years because it is simple to understand, and it works in most environments for most people.
- ▶ The model rests on two fundamental variables:
 - ▶ Leadership style.
 - ▶ Development level.

Leadership Styles

- **S1: Directing** – Leaders define roles & tasks of followers. Decisions are made by the leader
- **S2: Coaching** – Leaders still define roles/tasks, but seek ideas & suggestions from followers
- **S3: Supporting** – Leaders pass day-to-day decisions to followers
- **S4: Delegating** – Leaders still involved, but gives control to followers

Supervising for Excellence

SLIDE 4.22

PowerPoint Slide: Leadership Styles

- ▶ Leadership styles are characterized in terms of **the amount of direction and support** that the leaders provide to their followers. They categorized all leadership styles into four behavior types, which they named S1 to S4:
 - ▶ **S1: Directing Leaders** define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
 - ▶ **S2: Coaching Leaders** still define roles and tasks, but seek ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
 - ▶ **S3: Supporting Leaders** pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
 - ▶ **S4: Delegating Leaders** are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.
- ▶ Of these 4 styles, no one style is considered optimal.
- ▶ Effective leaders need to be flexible, and must adapt themselves according to the situation.
- ▶ However, each leader tends to have a natural or preferred leadership style.



- **Refer participants to 4.23: Leadership Styles and Developmental Levels for reference.**

Developmental Levels	
■ D1: Low Competence / High Commitment	
■ D2: Some Competence / Low Commitment	
■ D3: High Competence / Variable Commitment	
■ D4: High Competence / High Commitment	

SLIDE 4.23

PowerPoint Slide: Developmental Levels

- ▶ The right leadership style depends on the person being led (the follower). Blanchard and Hersey extended their model to include the Development Levels of the follower. They stated that the leader's chosen style should be based on the competence and commitment of her /his followers. They categorized the possible development of followers into four levels, which they named D1 to D4:
- ▶ **D1: Low Competence, High Commitment** - They generally lack the specific skills required for the job in hand. However, they are eager to learn and willing to take direction.
- ▶ **D2: Some Competence, Low Commitment** - They may have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.
- ▶ **D3: High Competence, Variable Commitment** - They are experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well or quickly.
- ▶ **D4: High Competence, High Commitment** - They are experienced at the job, and comfortable with their own ability to do it well. They may even be more skilled than the leader.



- *Refer participants to 4.23: Leadership Styles and Developmental Levels for reference.*



Activity – Developmental Levels

INTRODUCE the Activity

- ▶ Let's take a moment to think about developmental levels in terms of our own employees.

PURPOSE of Activity

- *To provide insight into the developmental levels of actual staff in a supervisor's unit.*
- *To build understanding of the need to adjust leadership style based on the needs of staff.*

DIRECTIONS for Activity



- **Refer participants to PG page 4.24: *Developmental Levels of Followers*.**

Ask:

- ? **Can you think of an employee who fits into each of these developmental levels?**
 - ? **State what you know about the employee that lets you know this is where he/she fits.**
 - ? **What has your reaction to the developmental level of this employee been in the past?**
- ***Provide* a few minutes for them to answer the questions.**
 - ***Debrief* by asking for volunteers to provide any insight gained.**

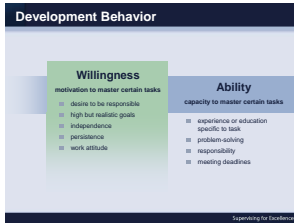


SUMMARIZE

- ▶ A one-size fits all approach to leadership does not work in the real world—a world made up of people with varying degrees of skills and attitudes.
- ▶ As you looked at your own employees, you probably got a sense that you might want to alter your style a bit. That really enthusiastic young case manager or investigator may have all the energy and ideas in the world—and you might feel comfortable delegating to them—but is that really the right choice given their experience level? Let's explore this some more.



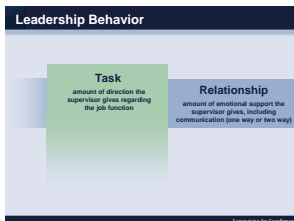
PowerPoint Presentation – Developing the Employee (SLIDES 4.24 – 4. 27)



SLIDE 4.24

PowerPoint Slide: Developing the Employee

- ▶ Development includes both willingness to develop and ability to develop.
- ▶ **Willingness** is motivation to master certain tasks. Examples include:
 - ▶ the desire to be responsible
 - ▶ high but realistic goals
 - ▶ independence
 - ▶ persistence
 - ▶ work attitude
- ▶ **Ability** is the capacity to master certain tasks. Examples include:
 - ▶ experience or education specific to task
 - ▶ problem-solving
 - ▶ responsibility
 - ▶ meeting deadlines



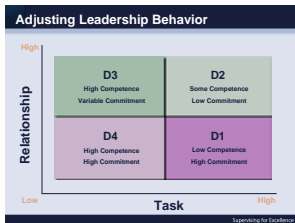
SLIDE 4.25

PowerPoint Slide: Leadership Behavior

- ▶ Leadership behavior includes both task and relationship.
- ▶ **Task**—the amount of direction the supervisor gives regarding the job function.
- ▶ **Relationship**—The amount of emotional support the supervisor gives, including communication (one way or two way)

Ask:

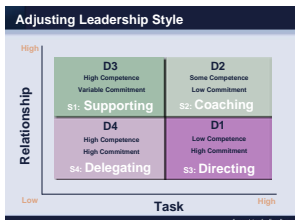
- ? **Which are you more comfortable with – task direction or relational support?**
 - *Elicit several responses from group members. Stressing the fact that, as reflected in the Myers-Briggs Personality Type Inventory, everyone has a natural preference or comfort level with one or the other.*



SLIDE 4.26

PowerPoint Slide: Adjusting Leadership Behavior

- ▶ The behavior of the leader (in this case, the supervisor) needs to adjust to the developmental level of the follower (in this case the case manager or investigator).
- ▶ **For D1 employees** (Low Competence/High Commitment), the supervisor needs to focus more on task and less on relationship.
- ▶ **For D2 employees** (Some competence, Low Commitment), the supervisor should focus on both task and relationship.
- ▶ **For D3 employees** (High Competence/Variable Commitment), the supervisor needs to focus more on relationship and less on the task.
- ▶ **For D4 employees** (High Competence/High Commitment), the supervisor is able to stand back and allow that person to do the job at hand. This employee needs little in the way of ‘hands on’ supervision.



SLIDE 4.27

PowerPoint Slide: Adjusting Leadership Style

- ▶ The supervisor needs to adapt her/his leadership style to the individual developmental levels of team members.
- ▶ **D1 employees** are often new to the agency. They require a high level of direction from the supervisor – S1.
- ▶ **D2 employees** have a level of job competence but might not feel fully competent, or might be experiencing boredom on the job. D2 employees require Coaching from the supervisor – S2.
- ▶ **D3 employees** are experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well or quickly. The supervisor needs to be in a supporting role – S3.
- ▶ **D4 employees** are both capable and motivated. The supervisor can use their skills by delegating tasks to them – S4.



Activity – You Be the Expert!

INTRODUCE the Activity

- ▶ Now let's identify specific strategies we can use in a given situation—with a given employee.

PURPOSE of Activity

- *To allow participants to brainstorm strategies they can use with employees at particular developmental levels who are assigned a specific task.*

DIRECTIONS for Activity



- **Refer** participants to PG page 4.25: **You Be the Expert**.
- **Divide** the group into 4 teams and assign each team a Staff Development Level (D1, D2, D3, and D4).

Say:

- ▶ Remembering that different situations might require the use of different leadership styles.
- ▶ In this particular case, you have an employee who is at the Developmental Level I assigned in terms of completing case documentation. All of your strategies should address developing this skill/task.
- **Instruct** the 4 groups to decide which Leadership Style (S1, S2, S3, and S4) will work best with an employee at the assigned Developmental Level.
- **Distribute** a flip chart page and markers to each group.
- **Ask** each group to list on the flip chart page 3-5 specific steps for teaching/leading a staff of the assigned developmental level to proper documentation.
- **Allow** 10-15 minutes for preparation and 2-3 minutes for each group to report.



SUMMARIZE

Ask:

- ? **You have all done this task before. Have you come up with some new strategies now that you are aware about the different developmental levels?**
 - *Elicit responses and discuss.*



Discussion – What Do You Do?

PURPOSE of Discussion:

- *To brainstorm strategies for helping a worker progress to a higher level.*

Ask:

- ? **What do you do if the employee doesn't progress to a higher level?**

SAMPLE RESPONSES:

- ❖ Clearly state expectations
- ❖ Provide effective feedback
- ❖ Coach
- ❖ Document and deal with substandard performance



Activity – Bringing it Home!

INTRODUCE the Activity

- ▶ Let's bring it home! Right now your brain is probably in high gear . . .
 - ▶ Thinking about all of the case managers or investigators in your unit and
 - ▶ Rethinking how you want to approach their development.
- ▶ Let's spend some time planning for how you are going to use this information back at the office.

PURPOSE of Activity

- *To allow participants to apply the knowledge and skills from situational leadership to their own jobs—and their own employees.*

DIRECTIONS for Activity



- *Refer participants to the bottom of PG page 4.26: **Bringing It Home!***

Say:

- ▶ Make a list of your employees.
- ▶ Beside each name identify their developmental level.
- ▶ In the third column record the type of supervision you have been providing: S1 to S4.
- ▶ In the final column, record the type of supervision you should be providing: S1 to S4. Why?

Ask:

- ? **How does your Myers-Brigg Profile effect what you have been providing?**
- ? **What challenges will it present for you in the new type you will be providing?**



Transition

- ▶ Let's wrap up for the day.

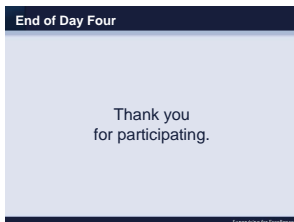
Wrap Up

Materials

PPT 4.28



15 minutes



Presentation – Wrap-Up

- *Process the work day with the participants.*

Ask

- ? **What did you learn from today's session?**
- ? **How will you integrate these new skills into your workday?**
- ? **What did you experience today that would not be useful to you as a supervisor?**

Summarize

SLIDE 4.28

- ▶ PowerPoint Slide: Thank you for participating.
- ▶ We have learned a great deal today about how to look at your staff as individuals who bring with them their own values, motivations, skills and attitudes—and how to develop strategies to meet each of their needs and utilize their strengths.
- ▶ During our next session, we will continue Part Two: Building a Highly Functional Team by looking at Performance Management.
- ▶ Thanks for your input and participation and I will see you _____ (date, time, and location of the next day of training).

Evaluations

If evaluations are being used they should be distributed and completed at this time.